

## Appendix 4

### Developing self-scaffolding skills

Which planning and problem-solving skills are secure?

Which planning and problem-solving skills do they need to develop?

With the class teacher set a target

They will be able to ...

(for example, 'say what they need to do first after the teacher input')

How will this be achieved? What do you and the teacher need to do to support the development of this skill (model/time to practice/reinforce as much as possible)?

Record any progress by this pupil against this target (What do you see/hear that is different? How consistent is this?)

Make sure one skill is secure before introducing another one.